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ABSTRACT

The nation's traditionally black colleges and universities face new responsibilities as their purposes are redefined to meet the needs of a pluralistic society. To undertake these responsibilities efficiently and effectively, sound internal management practices must reinforce and stabilize institutional services. Such practices must also undergird program objectives so that the total effort will be built on structural soundness. This report illustrates actions taken by two black universities in formulating significant program components and in developing them through changes in internal management. These actions reveal implications for other institutions, whether traditionally black or predominantly white. (Author)

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DEVELOPMENTS IN INTERNAL MANAGEMENT

AT TEXAS SOUTHERN UNIVERSITY AND FISK UNIVERSITY

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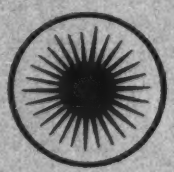

A PROJECT SYNOPSIS

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Southern Regional Education Board

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DEVELOPMENTS IN INTERNAL MANAGEMENT

AT TEXAS SOUTHERN UNIVERSITY AND FISK UNIVERSITY

A PROJECT SYNOPSIS

Institute for Higher Educational Opportunity

Southern Regional Education Board
130 Sixth Street, N.W. Atlanta, Georgia 30313
1972

FOREWORD

The nation's traditionally black colleges and universities face new responsibilities as their purposes are refined to meet the needs of a pluralistic society.

To undertake these responsibilities efficiently and effectively, sound internal management practices must reinforce and stabilize institutional services. Such practices must also undergird program objectives so that the total effort will be built on structural soundness.

This report illustrates actions taken by two black universities in formulating significant program components and in developing them through changes in internal management. These actions reveal implications for other institutions, whether traditionally black or predominantly white.

Special acknowledgment is expressed to the International Business Machines Corporation for the financial support allocated to this project. Particular appreciation is extended to President James Lawson of Fisk University, President G. M. Sawyer of Texas Southern University, and members of their staff for their personal support and commitment to the project objectives.

Winfred L. Godwin, President
Southern Regional Education Board

INTRODUCTION

In 1968-1969 the International Business Machines Corporation provided funds to the Southern Regional Education Board to facilitate projects in internal management at two traditionally black colleges or universities. A project selection committee invited Texas Southern University and Fisk University to be participants. Both institutions accepted and, as a first step, were asked to define the area of internal management each viewed as most in need of immediate development.

Texas Southern University identified the coordination of student counseling services as a major critical need. Approximately half of the students entering the university needed guidance services. With coordinated counseling supports it was anticipated that the institution's student retention rate could be improved. The administration was convinced that the facilities for counseling required expansion; a corollary need was the coordination of such services. At Texas Southern, as at many other universities and colleges, the student seeking guidance must find his way to the appropriate office and resource person. Even the more advantaged student could have difficulty in locating the sources of the assistance needed, and for the student who has been victimized by social and/or educational disadvantages, the effort can end in confusion and frustration. The urgent need was for a centralized counseling service managed from one office but utilizing various counseling resources available throughout the institution.

Fisk University identified its numerous relationships to the urban environment as the area most in need of new internal coordination. Almost every division of the university had involvements with the community. The admissions office related to counselors and students in the high schools. The faculty was responding to student pressures for increased curriculum relevance, and in particular for greater

attention to community needs. Those responsible for long-range planning at the university were relating their projections to urban planning. University leaders were aware of special responsibilities in relation to the city's needs in welfare and in civic programs. While these activities were being carried on, each functioned in a variety of settings with no consistency based on commonly understood and accepted goals. The establishment of an effective coordinating and planning mechanism for the university's urban commitments became the principal focus of the project at Fisk.

Staff members of SREB's Institute for Higher Educational Opportunity worked with the administration of both universities as plans were formulated for the project support year of 1969-70. The staff has also been in touch with further developments as the universities institutionalized their operation of these programs. This synoptic report is based on the comprehensive institutional project reports, additional information provided by the institutions, and on commentaries based on observations by the participating SREB staff personnel.

TEXAS SOUTHERN UNIVERSITY

Texas Southern University is state-supported and located in Houston. It was established in 1947 and currently enrolls approximately 6,000 students. The university's academic programs are organized into a College of Arts and Sciences, School of Pharmacy, School of Business, School of Industries, School of Law, and a Graduate School. Texas Southern University is a member of the Southern Association of Colleges and Schools, the regional accreditation body.

Texas Southern University designed a coordinated approach for providing improved guidance to many students in their attempts to complete academic programs. The inauguration of a Counseling Center was a major feature of this coordinated approach. Also, several objectives focused on the improvement of internal management of institutional resources applied to student support services were identified. These included:

1. To review and evaluate present TSU structures and patterns of administrative and academic decision-making with particular regard to their accommodation of and relevance to the special needs of high-risk students.

2. To initiate and implement, within the limitations of available funds, a system of supports addressed directly to the needs of high-risk students.

3. To bring to bear on the retention of selected students all resources which are available, and to create, if possible, such new structured supports as may be required.

4. To develop a model program which would lend itself to replication with respect to larger numbers of students at TSU and to students with similar problems and prospects in other institutions of higher education.

The Counseling Center became operational in September, 1969. As a new effort, and one supported in part with outside funds, the director reported to the president of the university. This arrangement permitted a desirable degree of flexibility deemed important for the initial phase and was compatible with the decentralized structure employed to embrace other student services. In systematically reviewing all institutional sources of organized assistance to students, the Counseling Center compiled particulars regarding the services provided by various units and made this information available in a central location for use by students. Included in this information development process was the cataloging of services available through the admission and registration process, the student health center, placement and career planning, the reading and study skills clinic, student center activities, library utilization, veteran affairs, student housing, and other resources.

The Counseling Center staff took important steps during 1969-1970 in interpreting on-campus resources in order to provide more complete information to students as to what services and assistance were available. The staff made repeated attempts to stimulate students to examine the availability of guidance supports. Letters were sent to students and dormitory meetings were organized. Group counseling sessions which focused on study problems, library usage, exploration of career choices and alternatives, and other topics of importance to the academic performance of students were held. Faculty, staff, and students from the entire range of academic fields cooperated in launching a campus-wide "career exploration talkathon." Utilizing these means of direct personal contact, the staff succeeded in identifying students for participation in personal guidance efforts and began to establish active counseling cases with scores of students during the academic year. As the year progressed, considerable attention was

devoted to alerting the faculty and supporting staff to the availability of new educational guidance opportunities for students. The university continued to build upon these contacts so that referrals to the Counseling Center would be expanded.

During the first year of Counseling Center operations the university submitted to the Office of Education a proposal for the implementation of special student supports under the Program of Special Services for Disadvantaged Students. The proposal was accepted and the program was funded for 1970-71. The program, although not administered by the Counseling Center, included special counseling, tutoring and other supports for selected students.

During 1970-71, approximately 1,400 students had direct contact with the Counseling Center. Several hundred students participated in a variety of group activities formulated through a new personal development series which embraced five areas. These included: (1) reading and study skill development; (2) library usage; (3) a cooperative program with the university's health center on the physical health and well-being of women students; (4) drug education; and (5) sessions to acquaint students with Federal selective service regulations, military obligations, and educational goals.

In the summer of 1971 the Counseling Center began a training program to utilize students as peer counselors and also sought student suggestions in the development of plans for the improvement of student orientation to the university. In 1971-72 the Counseling Center assumed responsibility for freshman orientation and inaugurated the peer counselors program. The peer counselors assisted with orientation and worked in teams of two with 40 new students in group sessions during the year. In response to student requests, a volunteer tutorial program was also established with coordination provided by a staff counselor. The outreach programs—the personal development

series—were continued and expanded through the utilization of additional community, faculty, and staff resources and new presentation techniques. In addition, a Counseling Center Advisory Team—composed of representative faculty, staff and students—was established and has been judged instrumental in securing wider recognition throughout the institution for the expanded guidance services.

In recognition of the need to continue the Counseling Center as a permanent resource, the university has received $60,400 in increased annual support through state budget authorizations.

The administrative organization of the university now includes an institutional research and support services area coordinated by the director of institutional research with a line relationship to the president. Central counseling services, instructional media services, computer services, and university testing services are included in this unit. Coordination with the instruction and student personnel administrative units is maintained through staff relationships.

FISK UNIVERSITY

Founded in 1886, Fisk University is located in Nashville, Tennessee. It is private, coeducational and non-denominational. Accredited by the Southern Association of Colleges and Schools, Fisk has an enrollment of approximately 1,300 students. Its academic programs include majors in the arts and sciences and teacher preparation.

While recognizing a variety of needs inherent in campus-community relationships, Fisk University had not established an appropriate mechanism to communicate its programs to groups and individuals inside and outside the institution demanding community involvement. Fisk University, in effect, examined its primary functions in order to inventory and evaluate the potential of the institution for improving internal action to better provide community service. It was determined that the various departments of the university had to be the collective focus of attention and the objects of change. Utilizing the project support for added impetus, the Office of Urban Affairs was created to coordinate participation efforts.

In 1969-70, activities of the Office of Urban Affairs were grouped in three areas: academic programs; student volunteer programs; research and technical assistance. The academic programs included a seminar series in community redevelopment for neighborhood residents; a "Crisis in the Cities" component of the university's Honors Program; a summer internship program in community organization; curriculum development for a new major in urban planning; a research project in urban planning designed for freshman students and coordinated through the Department of English; and the formulation of a 1970-71 Community Development Conference Series. Student volunteer programs encompassed a tutorial project to assist elementary grade pupils at a nearby school; a summer recreation program for

children from the community; tutorial contacts at the Tennessee Vocational School for Girls; and Project Follow-Through, an experimental and evaluation study of pre-school activities engaged in with Project Head Start children and mothers.

Research and technical assistance activities comprised the development of new courses directly related to urban problems; the preparation of a proposal to assess manpower problems in the local area; working with the Model Cities program, which was scheduled to terminate because of insufficient financial resources; participating in the preparation of the Nashville University Center Council proposal for inter-institutional program support; cooperating with the Urban and Regional Development Center at Vanderbilt University for basic research in urban affairs; and conducting a research project on land usage in the community.

As the new Fisk University thrust in urban affairs continued, the Office of Urban Affairs evolved into an Urban Affairs Institute structure. In this evolution, reformulated objectives emerged to include the following:

1. To organize, establish and develop programs to promote greater university participation in community affairs.
2. To expand the influence of the university in its surrounding communities.
3. To coordinate university resources directed at community problems.
4. To magnify the impact of senior university officials on community problems.
5. To channel communication between community and university for improved relations and services.

6. To utilize the experience of this effort for the future development of the university.

The Urban Affairs Institute is a component of the academic administrative division of Fisk University and the director is administratively responsible to the dean. The institute is related to the line academic departments through the Urban Affairs Council on matters of policy; consults with each department on curriculum, conference organizations, and internship programs; and provides technical assistance to research departments and groups in the area of urban problems. There are now three main program components of the Urban Affairs Institute: academic, practicum, and community service.

The academic program consists of the courses developed for the new major in urban planning. The curriculum is designed to meet the special needs of minority students for acquiring academic and technical competence in order to be eligible for planning positions in government and private enterprise. In addition to the core courses in urban planning, students also select departmental courses in economics and business administration, sociology and anthropology, and political science. In a related area, the prospective development of a health planning curriculum in cooperation with Tennessee State University and Meharry Medical College is being explored.

The practicum component embraces semester student field assignments in community social service organizations and a work-study program supported by the Department of Housing and Urban Affairs. It also includes an urban research program designed for graduate students and a summer internship program which has placed students in a variety of planning operations in eastern, midwestern, and southern cities.

The community services component of the Urban Affairs Institute

provides supervision for North Nashville children in several education and recreation activities. Tutorial and guidance assistance is provided and is focused on the development of healthy interpersonal relationships. As a part of community services, Fisk University participates cooperatively with Meharry Medical College and Tennessee State University in the Communiversity Development Corporation. Formed in 1971, the Communiversity is a non-profit housing corporation designed to identify immediate opportunities for increasing the availability of adequate housing in North Nashville. By acquiring land, arranging financing, contracting for the construction of housing, and assisting other non-profit housing sponsors, Communiversity hopes to focus concerned local attention on obviously urgent needs in the upgrading of North Nashville neighborhoods.

Elements of these programs require joint participation of community residents, students, faculty, administrative personnel, and practicing professionals in urban affairs in order to engage the problems and opportunities attendant to social, economic and technological change. The programs also represent clear indications that Fisk University is involved in the urban dynamics of the time and is assisting directly in the solution of problems in the black community.

IMPLICATIONS

The project experiences at Texas Southern University and at Fisk University introduced sound management practices as a factor in keeping firm commitments to provide improved counseling assistance to students and the coordination of institutional response to urban environment needs. Each thrust was supported by the availability of outside financial support and in each case the added unit is regarded as a permanent institutional feature. Institutional plans to strengthen centralization of operation continue to evolve.

These two efforts also indicate institutional response to the need for a sound framework within which complex operational interrelationships can be seen coherently. This response recognizes essential imperatives for continued institutional development. As recently identified in *Planning for Self Renewal:*

> . . . more substantive planning is needed in higher education in order to examine and recommend alternative ways of coping with the qualitative crisis in its several dimensions . . . Strategies must be designed to implement the recommendations of substantive plans in order to effect major improvements in colleges and universities.*

Black colleges and universities play paramount roles in the higher education of black people. This traditional and continuing role is of very special significance. It incorporates hopes, aspirations, and quite visible commitments to important values. In the areas of community service and in that of comprehensive educational guidance for students, the black university must be provided with the financial and human resource supports necessary to uphold these responsibilities.

*Ernest A. Palola and William Padgett, *Planning for Self Renewal: A New Approach to Planned Organizational Change* (University of California, Berkeley: Center for Research and Development in Higher Education, 1971) p. 85.

The changing needs of black students, the black community, and the institutions must be recognized as institutional responsibilities are met. Given today's large black population in urban areas, together with the crucial problems of urban life, black institutions are challenged to develop programs which are relevant to the experiences of black people in urban settings. To be effective, the programs must be designed to provide educational experiences and services which transcend the classroom walls and campus boundaries. As indicated recently:

> . . . Innovation as well as continuation of traditional activities can enhance the already significant service of the black college to its community. It must be recognized by the black colleges themselves and by the educational community at large that the black college, no matter what its location, is engaged in the creation of a community as well as the service of a community. The community served by a black college always extends beyond its geographic location because of the significant incremental value of the production of additional members of a black educated class. If the black college did no more than increase the number of literate, competent black citizens, its community contribution would be mammoth. It is a bonus that extended community service improves the ability of the institution to minister to its students by sharpening their skills, and by sharpening the skills of their teachers. With the limited resources available to black education, it is fortunate that their students' competence need not be sacrificed even as the needs of the institutions' local neighbors are being met.*

Many black college students have been hampered by educational disadvantages. If these students are to realize their full potential, they must have available to them the full range of appropriate guidance service supports necessary for maximizing personal development. As indicated by a Southern Regional Education Board task force:

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*Patricia Roberts Harris, "The Negro College and Its Community," *Daedalus* (Summer, 1971), p. 730.

> Expanded counseling services are a prime need of disadvantaged students, not only in educational matters, but personal and vocational ones as well. Most disadvantaged students have not had informed assistance from relatives, friends and other students in developing vocational and educational aspirations. These students depend upon the institution for contacts with informed and understanding adults who can help them mature in terms of self-awareness and career options. Routine student counseling simply is not adequate for these purposes. Elements of the educational program, such as guided studies and residential learning situations, required the support of staff trained in student personnel work.
>
> Traditionally Negro colleges and universities have had long experience with students whose backgrounds did little to prepare them for higher learning. Therefore, these institutions are a major resource for preparing thousands of young people to assume productive and satisfying roles in adult society. But the colleges can provide this service only if they receive the budgetary support which this type of education requires.*

The project activities at Fisk University and Texas Southern University reflect continued program development much beyond the initial thrust. The institutions and SREB have maintained their mutual interest beyond the first-year project reports. This continuity has encouraged the examination of new potentials for support of urban involvement programs and counseling services at traditionally black colleges and universities.

The Southern Regional Education Board convened a planning group on urban affairs during 1971 and is continuing the exploration of cooperative action with other appropriate agencies which hopefully will result in new financial support for urban affairs programs. The main concerns represent specific interests: (1) curriculum develop-

*Southern Regional Education Board. *Special Financial Needs of Traditionally Negro Colleges: A Task Force Report* (Atlanta: SREB, 1969)

ment and adaptation within the black colleges which would augment the institution's commitment to training for community service; (2) encouraging cooperation between black and white institutions in proximity as the institutions relate to present and emerging needs in urban affairs.

Concern for adequate counseling supports has been a priority program area of SREB's Institute for Higher Educational Opportunity. In continuing the thrust of this project, two regional conferences were developed by SREB in the late winter and early spring of 1972. Held at Texas Southern University and at North Carolina A & T State University, the conferences focused on counseling center provisions and the necessity for effective coordination of all guidance services.

Through these efforts, continued attention is being applied to a principal objective accepted as a national goal with particular regional inferences: expanding higher education opportunities for greater numbers of black students.

The Counseling Center at Texas Southern University is directed by Irma T. Malloy, the Urban Affairs Institute at Fisk University by Cecil C. Butler.

The Institute for Higher Educational Opportunity of the Southern Regional Education Board is directed by James M. Godard. W. C. Brown is associate director. J. S. Anzalone is associate director for programs, and S. E. Cary is program associate.